

**The Report of the
Accreditation Visiting Team**

**Logan High School
162 West 100 South
Logan, Utah 84321**

March 22-23, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Logan High School
162 West 100 South
Logan, Utah 84321**

March 22-23, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

TABLE OF CONTENTS

Foreword.....	ii
Utah State Board of Education.....	iii
Logan School District Board of Education and Administration	1
Logan High School Administration and Staff.....	2
Logan High School Mission Statement and Belief Statements	4
Members of the Visiting Team	5
Visiting Team Report.....	6
Chapter 1: School Profile.....	6
Suggested Areas for Further Inquiry.....	7
Chapter 2: The Self-Study Process	7
Chapter 3: Instructional and Organizational Effectiveness.....	8
Shared Vision, Beliefs, Mission, and Goals.....	8
Curriculum Development.....	9
Quality Instructional Design	10
Quality Assessment Systems	11
Leadership for School Improvement.....	12
Community Building.....	14
Culture of Continuous Improvement and Learning	15
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI.....	15
Chapter 5: School Improvement Efforts – Action Plan	17
Chapter 6: Major Commendations and Recommendations of the Visiting Team	18

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 22-23, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Logan High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Patricia Hansen is also commended.

The staff and administration are congratulated for their desire for excellence at Logan High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Logan High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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9/8/2005

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Elaine Olsen.....	Supervisor, School Lunch

LOGAN HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Patricia Hansen Principal
Dan Cox Assistant Principal
Dave Swenson..... Assistant Principal

Counseling

Clint Fullmer Counselor
Rayann Hansen Counselor
Jim Peacock Counselor
Donna Starley..... Counselor

Support Staff

Bart Butters Head Custodian
Cheryl Brown..... Finance Secretary
Carol Hill Principal's Secretary
Christine Conrado Attendance Secretary
Jacqui Gale Guidance Secretary
Officer Derrick Dickey School Resource Officer

Faculty

Clair Anderson	Monida Chase	Stacee Flygare
Kathryn Anderson	Daniel Corrin	Scott Harris
Margo Anhder	Larry Comadena	Sharla Hart
Terral Archer	Kathleen Cottle	Karin Hendricks
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Shannon Rasmussen
Dona Reeder
David Reynolds
Roger Rigby
Bo Roundy
Frank Schofield
Andrew Semadeni
Joyce Smart
Randall Smith
Deborah Snow
Jason Soffe

Julie Stacey
DeAnna Stallings
Dan Stowell
Heather Thornton
Phillip Wade
Sydney Wamsley
Russell Weeks
Larry Williams
Elizabeth Wright
Kellie Yates
Marianne Young
Kathy Zilles

LOGAN HIGH SCHOOL

MISSION STATEMENT

Prepare all students to live fulfilling and productive lives with
Lifelong Learning
High Expectations &
Service

BELIEF STATEMENTS

To encourage Lifelong learning, High expectations, & Service we believe:

- Logan High School's top priority is academic achievement
- Public education is a shared responsibility between all members of the school community
- That our school climate must be safe, productive, and one of mutual respect
- Each student is accountable for academic achievement and behavior
- In providing resources and opportunities for excellence in academics, arts, athletics, and activities
- Through service students are given opportunities to become thoughtful world citizens

MEMBERS OF THE VISITING TEAM

Steven Hirase, Murray School District, Visiting Team Co-Chairperson

Craig Jessop, Rocky Mountain Junior High, Weber School District, Visiting
Team Co-Chairperson

Kate Bills, Judge Memorial Catholic High School

Toby Bullock, Orem High School, Alpine School District

Justice Gish, West Desert High School, Tintic School District

Jessie Kidd, DaVinci Academy of Science and Art

Danny Lundell, Payson High School, Nebo School District

Bill Plum, Clearfield High School, Davis School District

VISITING TEAM REPORT

LOGAN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Logan High School is located in Logan, Utah, in the heart of Cache Valley, and is the only high school in the Logan City School District. Logan High is a unique high school steeped in tradition and folklore. It began as the Brigham Young Academy. When the college moved to the current Utah State University location, the site became the public Logan High School. The current campus is the result of many remodeling projects spread over several decades. A newer addition, the Rec Center is a jointly operated P.E. facility funded by Logan City and the school district. Logan High School maintains a long tradition of excellence in academics, fine arts and athletics.

Logan High is a unique high school, as the “city” high school surrounded by two “county” high schools that are part of Cache County School District. Logan High is rich in tradition and diversity, with 1,648 students in grades 9 through 12. With close to 30 percent ethnic minorities, approximately 35 percent of its students on fee waivers, and 24 percent qualifying for free or reduced-price lunch, Logan High also draws students from the most affluent segment of the Cache Valley population. Most of Logan High’s students live within the boundaries of Logan City.

The presence of Utah State University has a strong influence on Logan High, with professors as parents, supervisors for student teachers and practicums, and self-appointed guardians of the school. Business partnerships create a strong link with the community.

a) *What significant findings were revealed by the school's analysis of its profile?*

Logan High School has gone through some very difficult years recently. After having the same principal for twenty-five years, the school has had three principals in the last seven years. One of those principals died an untimely death.

Logan High School is a school where tradition runs deep. The building itself is a reminder of days gone by. Despite an obvious effort to hold onto the better aspects of the past, modern technology abounds. There are at least five computer labs, including a mobile lab equipped with wireless Internet.

Community relations are an important part of Logan High School’s success. Local businesses, Utah State University, Bridgerland ATC, and strong Community Council involvement make the school better and its link to the community stronger. There is a strong appreciation for the arts in the community and among the students.

- b) *What modifications to the school profile should the school consider for the future?*

Information about the staff, including **individual** information regarding areas of expertise, degrees earned, years of service, and staff pictures, would assist those trying to acquaint themselves with Logan High. Additional data, how data drives the school plan, and how data was obtained need to be fully addressed. Some of the departments did not list strengths and weaknesses. The Visiting Team recommends that these be carefully analyzed and clearly stated.

Suggested Areas for Further Inquiry:

- There needs to be a greater emphasis on data and data-driven goals and plans.
- The diversity of the school and school community demands to be disaggregated and thoroughly studied for patterns of success and needs.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Aside from the need for increased use of data, the school community has taken a thorough look at the school, its traditions, its programs designed to assist struggling students, its ties to the community, its curricular strengths, and, to a lesser extent, its weaknesses.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school's strengths are quite thoroughly explored and appear to be accurately stated. There could be a more thorough look at some of the departmental weaknesses, the causes for those weaknesses, and possible solutions. The focus groups were quite critical of the school and its progress. However, the Visiting Team found so many positives that it appears the focus groups may have been overly critical in some areas.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Logan High School's desired results for student learning (DRSLs) are as follows:

- Communication
- Collaboration
- Critical Thinking
- Citizenship

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process was established to involve the school community in defining the school's beliefs, mission, and goals. Feedback was collected from Logan High School's stakeholders and utilized in refining the mission, beliefs, and goals. This refining process developed a great shared vision among all involved with Logan High School. The mission has become an integral part of all that takes place at Logan High School.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The purpose of the mission, beliefs, and goals is to guide the instruction of the students and give direction to students and teachers at Logan High School. The mission statement reflects a collective vision that focuses on the role the school must assume in shaping the future and providing educational opportunities for all students in an increasingly diverse world. The students at Logan High School value the experience they are receiving as it prepares them for what awaits when they graduate from Logan High School. A variety of means have been used to effectively communicate the school's mission and beliefs, including banners throughout the school, school letterhead, and student artwork.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

There is great alignment among Logan High School's mission statement, beliefs, and DRSLs. In the continuing process of defining DRSLs, the school needs to

take into account the current levels of student performance and pertinent sources of student achievement data. The DRSLs need to be linked with measurable outcomes and should outline high academic standards and behavioral expectations.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The teaching staff showed a fantastic sense of camaraderie and loyalty to each other and the mission of the school. The energy in the building was surpassed only by the enthusiastic and exciting lessons being taught in the classrooms. These lessons showcased talented and experienced teachers creatively working to integrate the DRSLs in their curricula. Teachers and students displayed a friendliness to each other that created a positive, non-threatening educational climate for fostering an apparent openness to new ideas and positive thinking.

Throughout the school, it was apparent that teachers were working collaboratively within their individual departments to align their curricula with the state standards. Teachers employed a wide variety of teaching strategies to target the various learning styles of their diverse student population. In a vertical teaming effort with Mt. Logan Middle School, the ninth grade block targets fifty at-risk freshmen in an interdisciplinary approach to math, English, and science. The Visiting Team recommends that the faculty consider evaluating the positive influence an interdisciplinary curriculum could have on student learning for other populations at the school.

The current school schedule lends itself to significant class alignment within departments to prevent inefficiency between teachers during trimester breaks. However, teachers expressed concern regarding A-C trimester transitions for two-trimester classes. The Visiting Team recommends an evaluative look at the current trimester schedule and its impact on curriculum efficiency and student learning.

Teachers displayed a vision of more interdisciplinary opportunities throughout their coursework.

Comments from parents indicated their appreciation for faculty development of programs and resources to improve student learning.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Teachers exhibited a clear vision for the school-wide DRSLs: Collaboration, Citizenship, Communication and Critical Thinking. Teachers' expectations for these DRSLs pertaining to student learning were clearly visible and discussed openly during class time, as part of the curriculum, as well as visually represented in the classroom setting.

Currently, three district-wide professional development days and six collaboration half-days have been used to establish and evaluate the accreditation process. The Visiting Team recommends these days be used in the future for facilitating teacher-requested professional development opportunities to further collaborative development of curriculum and instructional strategies.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The professional staff at Logan High uses a wide variety of instructional methods and learning experiences that are appropriate to the school's diverse student population. The teachers use strategies that engage students and address differences in student learning styles. Logan High serves many student populations with unique needs. Teachers are willing to make accommodations for these students so that all students are actively participating and engaged. It is evident that teachers include hands-on activities, modeling, inquiry, drama, cooperative learning, PowerPoint presentations, vertical teaming, and technology in their instructional design. It is clear that learning activities are based on essential knowledge. The design of instructional practices enables students to explore connections and relationships that extend student understanding and skills. Teachers provide instruction that involves frequent interaction among all class members. Students note that they are encouraged to debate controversial topics and are comfortable giving and receiving feedback. Students are encouraged to engage in discussion and to ask questions. Student participation is also high because of the positive climate at Logan High.

It is recommended that the professional staff use collaboration time to share ideas that work and to design instructional strategies specific to the critical needs of students identified by achievement data.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Logan High has a wide variety of student learners with very diverse needs. The professional staff uses effective classroom management and organizational strategies to engage students by emphasizing both essential knowledge and skills

for higher-order critical thinking. Student placement is vital to the success of the diverse learners at Logan High. Programs such as the Freshman Block, the Multicultural Center, and ESL are designed specifically for such learners. Great effort is made to place students with special needs into the least restrictive environment and with instructors who can best meet individual needs within specific student populations. The school is fortunate to have enough aides and support staff members to ensure the needs of these students are met. Inclusion by the student body is also evident.

Logan High School has a tremendous amount of technology available for student use, including computer labs, labs on wheels, projectors and laptop computers. Many of the labs are dedicated to a specific purpose, such as the yearbook lab. Some departments indicated that the only computers available to them are the library computers. Efforts should be made to assure accessibility to all classes and curricular departments.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The professional staff uses the results of classroom assessments of student learning to determine which students are experiencing difficulties in their learning. Students are provided with additional support and alternative strategies to help them learn concepts and needed skills. Tutoring is available in the media center, and peer tutoring is also available. Utah State University also partners with Logan High to provide tutors and instructional help for students. It is evident that teachers are available to help their students both before and after school. The media center is also available to support student learning. Computers are available in the media center for students to complete research and projects. Students can also take remediation classes through Bridgerland Applied Technology College or make-up courses through USU. Logan High is commended for its efforts to provide additional assistance for its students.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

A sincere effort has been made by the staff to clearly articulate expectations for student achievement. However, it is evident that there is a need for Logan High to develop a consistent and shared understanding of what the school's instructional goals are in relation to student learning and improvement. According to the self-study, there has not been adequate time to identify/develop appropriate assessment tools. In support of Logan High's action plan, the Visiting Team encourages the staff and leadership team to continue the process of

identifying/developing needs assessment tools that will provide the necessary feedback for the success of their DRSL implementation.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There is great evidence that Logan High's procedures and the resources required to administer each type of assessment match the intended purpose and goals for student learning. The assessments adequately cover the range of essential knowledge and skills to be assessed and reflect appropriate alignment as to the type of methods used in classrooms to evaluate student achievement.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Visiting Team saw strong evidence that students, parents, staff, and community members experience a safe and nurturing environment at Logan High. All stakeholders felt that assessment of student performance was done in a fair and equitable manner. The Visiting Team is confident that the staff will continue to design and develop its assessments while maintaining alignment in a fair and equitable manner.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of Logan High School has provided training in Understanding by Design, the Six Traits of Writing, and Love and Logic. They have also formed a committee that has been given the responsibility to plan further teacher training in five areas:

1. Unpacking standards
2. Assessments
3. Powerful teaching and learning strategies
4. Classroom management
5. Effective communication

These areas of emphasis are scheduled to provide continuity to teacher development and a plan that looks forward several years into the future.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The Visiting Team noted that this is an area of weakness at Logan High School. Although the school has collected data from CRT tests, the UBSCT, national tests, and surveys, the Visiting Team found no evidence this data has been disaggregated and fully analyzed. This weakness is specifically mentioned in the recommendations section.

Decision making is, however, done collaboratively, with input gathered from community stakeholders, the Counseling Department, teachers, and students.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school leadership monitors student achievement through national and state-mandated testing. In addition, programs have been put into place to assist ninth grade students who are at risk. The “Gear Up” program is for low achieving students and works in conjunction with Utah State University. Some vertical teaming is also being used in the Math Department. The school leadership appears to be very concerned with all students, their achievement, and their general well-being. Principal Hansen was praised by parents for her efforts to get to know students and their situations personally. The leadership team appears to reflect with each other on school issues, including student progress and evaluation scores.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team observed a very well-run school in which departments, programs, and individual teachers are empowered by the school leadership to make decisions that are best for students. The whole effect is one of cooperation and vision. Students stated that they feel safe at the school and get along well with others, and that the number of fights has gone down. Teachers noted that the current administration is very visible. The overall feel in the school is of a positive, comfortable learning environment where young people like to come and enjoy learning.

The building itself is in excellent condition and continually clean and inviting.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Teachers and the leadership are dedicated to the school mission, goals, DRSLs and improvement plan. Both the leadership and faculty in the school stated that requests for needed equipment and teaching tools are met to the extent that funds

are available. The community, too, is very generous in its support of Logan High School and its various programs

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team noted that Logan High School is a most impressive institution. The administration encourages teachers, staff, and community to continually combine the school's amazing traditions with new technology, high expectations, and best practices. The cooperation, collaboration, and feeling of unity among the faculty and the school community at large are impressive. The purposes and progress of the accreditation process have begun to engrain themselves in the staff, teachers, and parents. The school community wants to push forward and continue the process it has begun together.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team saw compelling evidence of community cultivated by the students, parents, staff, and administration of Logan High School. There is a strong sense of tradition and pride shown by the students, parents, administration and community of Logan. This has created a sense of caring and belonging among all the educational partners. There is a sense of fairness, dignity, and respect among all groups because of this shared vision of Logan High School.

All of the stakeholders are given opportunities to interact and create a positive learning environment at Logan High School. There are many opportunities for students, parents, staff, administration, local businesses, and community members to meet and work together toward making the educational process more effective. This shared sense of responsibility for education has helped to create a warm and trusting atmosphere where all individuals feel safe, valued, and important.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Logan High School has a number of programs and activities that extend the support of student learning. There is a great amount of time and a number of opportunities for departmental collaboration that creates a unified effort to support student learning. However, it is recommended by the Visiting Team that teachers meet more often across curricula to create a more unified plan for student learning.

Other examples of collaborative efforts that have aided in supporting student learning include the Community Council, PTSA, before- and after-school tutoring programs, SEOP conferences, the school newsletter, the Multicultural Center, ESL, and special education programs.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The faculty at Logan High School is clearly committed to professional development. In the past, it appears that much of the professional development opportunities were facilitated from outside of the school community. Recently, however, the staff has started taking a larger role in facilitating their own professional development needs. Staff members interviewed at the school have expressed a desire to use more of their professional development time working within smaller groups, as opposed to meeting for long periods of time as a whole staff.

Furthermore, it is the hope of the Visiting Team that professional development goals will be more clearly defined in the school's action plan, and that these goals will continue to be acted on after the accreditation process.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The current administration is working hard to foster an environment of continuous improvement. The very talented faculty of Logan High School has been given more freedom to explore specific departmental needs. The faculty members currently collaborate regularly within departments, but it is hoped this spirit of collaboration will (1) move toward more interdepartmental collaboration and (2) become a permanent part of professional development at Logan High School.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I—Educational Program

This standard is met. Logan High's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II—Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III—School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV—Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V—Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI—School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII—Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII—Administration

This standard is met. The administration of Logan High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX—Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X—Activities

This standard is met. Logan High supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI—Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan addresses teacher development, structuring time for departmental collaboration and school-wide assessment. Other areas identified by the school's DRSLs are not addressed.

The stakeholders themselves identified that collaboration among departments is lacking.

The school is on target for developing a plan to keep teacher growth through in-service a primary emphasis.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Most teachers feel the faculty is committed to the plan and could carry the plan forward even if there were a change in administration. The community has shown good support for the school in many ways, but few parents took the opportunity to participate in the plan, even though they were invited.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Although the action steps and responsible parties are well defined, the assessments for progress are vague and underdeveloped.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the camaraderie among the school's faculty, staff, students, teachers, and community.
- The Visiting Team commends the strong ties between community and school.
- The Visiting Team commends the shared sense of mission.
- The Visiting Team commends the strong programs and people functioning to meet the needs of all students!

Recommendations:

- The Visiting Team recommends that Logan High organize a means to provide interdepartmental collaboration and continued intradepartmental collaboration for the purpose of designing departmental goals and action plans centered on student learning.
- The Visiting Team recommends that Logan High develop a comprehensive means of evaluating student achievement by collecting, disaggregating, and analyzing a variety of data to identify critical student needs to drive improvement initiatives.
- The Visiting Team recommends that Logan High develop a systematic means of defining the school's mission statement and DRSLs in terms of student achievement.
- The Visiting Team recommends that Logan High develop and implement an action plan to research alternative schedules that expand student access to the wide variety of academic and skill development opportunities.